

2018-2019

EPP Bachelor Performance Report

University of North Carolina Charlotte



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

The University of North Carolina at Charlotte (UNC Charlotte) is a member of the University of North Carolina multi-campus state university system. In 201819, more than 29,000 students were enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a Carnegie Foundation Doctoral/Research University (DRU) and serves as the only doctoral research university in the dynamic Charlotte area. UNC Charlotte is North Carolina's urban research institution, maintaining a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. UNC

Charlotte is committed to extending educational opportunities to ensure success for qualified students of diverse backgrounds through programs offered in its seven academic colleges: Arts and Architecture, Business, Computing and Informatics, Education, Engineering, Health and Human Services, Liberal Arts and Sciences, and the Graduate School. UNC Charlotte has also been named as a community engagement campus by the Carnegie Foundation. This label is reserved for colleges and universities demonstrating a sustained commitment to collaborating with off-campus constituencies. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. Although non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University has developed strong programs, including Freshman Learning Communities, to respond to this population. A multidisciplinary Honors College and wide range of honors programs are also offered. For example, the campus welcomed its ninth class of Levine Scholars in fall 2018. This is UNC Charlotte's most prestigious merit scholarship program. The campus continues to be one of the fastest growing campuses in the UNC system. In fall 2011 an 11-story academic Center City Building opened. The Center City facility offers programming focused on arts and the creative economy, business and finance, urban and regional development, education collaboration, and health and community engagement.

Special Characteristics

The Cato College of Education at UNC Charlotte serves North Carolina's largest metropolitan region of 1.5 million residents well. One of the College's most important functions is to serve as a regional resource for helping address the challenges in urban schools. The University's diverse undergraduate and graduate student body reflects the diversity of the region, and has a strong representation of international students enrolled in University programs. The Cato College of Education has strong partnerships with the surrounding school districts including Charlotte-Mecklenburg Schools, a school district with 170 schools and a highly diverse enrollment of more than 147,000 pupils who are 27% white, 37% African American, 25% Hispanic, 7% Asian, and 3% American Indian or multiracial. In 2017-18, there were more than 15,000 students learning

English as a second or additional language, and a little over half the students who qualified for free or reduced lunch.

The College provides a leadership role in preparing teachers, principals, and counselors. It also provides a leadership role in teacher recruitment and retention. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The Cato College of Education enrolls approximately 2,100 students in undergraduate and graduate licensure and non-licensure programs and serves career changers who have chosen an alternative licensure pathway to become teacher educators. The College works in partnership with the Teach for America (TFA) program to serve individuals in their initial licensure programs. The College has for many years hosted a very successful Principal Fellows program, and is home to one of six mathematics and science education centers in the state. Our professional preparation programs are NCATE-accredited and Department of Public Instruction/State Board approved; the M.A. and Ph.D. programs in Counseling are Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited. Our CAEP accreditation visit is scheduled for 2020. The Cato College of Education is committed to accepting and offering classes for all qualified applicants. To enhance enrollment opportunities for principal and counselor preparation, the College has an add-on licensure program for qualified candidates already holding a master's degree.

Program Areas and Levels Offered

Undergraduate majors in the Cato College of Education include Child and Family Development (Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentrations in English language arts, mathematics, science, social studies); Special Education (general or adapted curriculum); and Dual Elementary Education/Special Education. Teaching English as a Second Language (licensure), Reading Education (licensure), Child and Family Development (non-licensure), and Urban Youth and Communities (non-licensure) are also offered as minors for undergraduate candidates. In addition, candidates may prepare for careers in secondary education fields by majoring in programs in the College of Liberal Arts and Sciences and completing the minor in Secondary Education or Foreign Language Education in

the Cato College of Education. The secondary education minor is available to majors in English, mathematics, biology, chemistry, earth sciences, physics, history, and geography. The Foreign Language Education minor is available to majors in French, Spanish, or German. Finally, the Cato College of Education collaborates with the College of Arts and Architecture to prepare teachers in the arts education fields of art, dance, music, and theatre. The Cato College of Education and the College of Health and Human Services engage in a partnership to offer school social work licensure at the bachelor's and master's levels. The Graduate Certificate in Teaching program, designed as a post-baccalaureate route to initial teacher licensure for second career professionals, offers teacher preparation in the following fields: Child and Family Development (B-K licensure), Elementary Education, Middle Grades Education (English language arts, mathematics, science, or social studies), Foreign Language Education in selected language areas, Secondary Education (comprehensive science, comprehensive social studies, English, or mathematics), Special Education (general and adapted curriculum), Art Education, and Teaching English as a Second Language, and CTE areas (beginning fall 2019). Successful completion of these academic programs results in candidates being recommended for the North Carolina initial teaching license. A number of Graduate Certificate in Teaching (initial licensure programs in the fields noted above) provide candidates with the option of continuing their academic work to complete a Master of Arts in Teaching (M.A.T.) degree. Other graduate programs offered are as follows: M.Ed. in Child and Family Studies; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English with an education concentration; M.S. in Mathematics with an education concentration; M.Ed. in Special Education (with specializations in adapted curriculum, general curriculum, EC administrator, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology; M.A. in Counseling (school, clinical mental health, and addiction); and M.S.A. in School Administration. Five doctoral programs are offered: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education; Ph.D. in Curriculum and Instruction, and the Ph.D. in Educational Measurement and Evaluation. Add-on licensure programs at the masters-level include: Academically/Intellectually Gifted, School Counseling, Instructional Systems Technology, and School Administration (principalship).

Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	

We will begin offering Residency programs in 2019-2020.

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

All programs at UNC Charlotte prepare educators to effectively teach students with disabilities. All candidates are required to take Foundation courses prior to program admission which provide a broad overview of diverse learners and the needs of students with disabilities. Program coursework in the major focuses on a variety of grade-level specific strategies that are appropriately designed for differing student needs. All instructional design processes taught to candidates incorporate lesson modifications, assessments, and supports for special needs learners. For example, candidates in the undergraduate Birth-Kindergarten program take courses focused on developmentally appropriate practice for Pre-K populations, including SPED 4210 (Developmental Interventions for Young Children with Disabilities: Birth-Kindergarten), and CHFD 3112 (Supporting Diverse Young Learners – Birth through Kindergarten). In the Elementary Education program, candidates learn the Multi-Tiered Student Support (MTSS) system as a framework for assessing student needs and designing appropriate interventions. This framework is implemented across the program of study; in READ 3224 (Early Literacy and Assessment) for undergraduates or ELED 5201 (Teaching Mathematics to Elementary School

Learners) at the graduate level, candidates learn strategies related to letter recognition, phonemic awareness, and phonics for MTSS Tier 2 and 3 students. In the senior year, Elementary candidates complete courses taught by Special Education faculty (EDUC 4290 (Modifying Instruction for Diverse Learners) to learn how to write and implement effective IEP plans; a secondary version of this course is also completed by Middle, Secondary, and K-12 candidates. In the Middle, Secondary, and K-12 programs, the introductory course (MDSK 3151 (Instructional Design and Technology Integration) for undergraduates or MDSK 6162 (Planning for K-12 Instruction) for graduate candidates is specifically about planning differentiated instruction for a variety of student learning needs. Subsequent lesson design and methods courses incorporate how to use appropriate, research-based strategies for all learners, meeting students wherever they are in the learning process. Candidates also complete either EDUC 4290 or 4291 (Modifying Instruction for Diverse Learners), which incorporates the IEP process and how to use digital tools to support students in learning experiences that are appropriate for them. The program of study for Special Education candidates is entirely designed on effectively teaching students with disabilities. This 60-hour undergraduate program teaches candidates how to recognize and analyze student learning needs, design appropriate interventions, work with colleagues on designing appropriate student supports, gather assessment data to determine the effectiveness of implemented interventions, write and implement IEP plans, and work collaboratively with parents. All programs include clinical practices that are integrated with coursework; candidates are asked to complete a variety of clinical activities designed to increase their knowledge of and experience with special needs learners. Common activities include working one-on-one with a special needs learner, facilitating learning activities for small groups of special needs students, and planning, implementing, and assessing learning of special needs students.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

All teacher preparation programs at UNC Charlotte effectively prepare educators to teach students of limited English proficiency. All candidates are required to take Foundation courses

prior to program admission which serve as introductions to diverse student populations and students with special needs. In most cases, strategies used to address ELL (English Language Learners) learning needs are embedded into program courses within the major that are specifically designed to address teaching of diverse student populations. For example, Birth-Kindergarten candidates complete 3 courses that focus on diverse student population needs (including ELLs) and also complete 2 courses that focus on working with families also (an important piece for all students, but especially ELLs). Elementary Education programs also receive instruction specifically tailored to meeting the needs of ELLs through the MTSS framework described in the previous response. ELL learners are integrated into the MTSS strategies, which are in turn, woven throughout program coursework. In the Middle, Secondary, and K-12 (MDSK) program areas, candidates complete EDUC 4290/4291/5100 (Modifying Instruction for Diverse Learners) which is divided into three primary units; one of these intensive, 4-week units is devoted entirely to ELL-specific learning strategies. In READ 3255/5255, MDSK program candidates research and apply best practices in delivering reading instruction across the content areas with an emphasis on meeting the specific needs of all ability levels, including English language learners. In this course, candidates complete a Strategy Application Assignment which entails planning reading instruction specific to the needs of English Learners. Special Education undergraduate candidates complete a course titled TESL 4204 (Inclusive Classrooms for Immigrant Students), which includes a clinical targeting ELLs. At the graduate level, SPED candidates complete SPED 5370 (Culturally Responsive Positive Behavior Support), which is designed to support candidates to be responsive to the cultural and linguistic needs of diverse students and includes clinical expectations. For all undergraduate candidates, an additional option is completion of a minor in Teaching English as a Second Language; graduate students may be unilaterally licensed as TESL teachers upon completion of this program of study and licensure requirements. Finally, all programs embed clinical experiences that are aligned with program coursework and require candidates to work with ELLs as is appropriate to the course experience.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning.

Ensuring that all candidates are provided instruction on integrating technology effectively into lesson design is a high priority for the College of Education. To this end, technology assessments embedded throughout programs were reviewed in 2018-19 for alignment to the NC Digital Competencies for Teachers, and candidate technology assignments have been updated to reflect robust changes in our rubrics reflecting this alignment. All our program faculty incorporate the principles of universal design for learning (UDL) as a framework for teaching our candidates how to effectively plan lessons aligned to standards and also design aligned assessments that will accurately provide student data results for the next planning cycle.

For example, Birth-Kindergarten undergraduate candidates take EIST 4100 (Computer Applications in Education) which focuses on selecting and using appropriate digital tools to enhance student learning. Elementary undergraduate candidates complete ELED 3111 (Instructional Design and Assessment in Elementary Education) which specifically addresses ways to use technology to engage learners and reviews how to analyze data provided by digital tools adopted by North Carolina public schools (iReady, Dreambox, iSolution, etc.). In this course, candidates also have to identify and cite elements of UDL in their lesson plans. Elementary candidates are also asked to analyze digital resources for appropriate content and application to student learning needs in ELED 3221 (Teaching Science to Elementary School Learners) or EDUC 5400 (Teaching and Integrating Science). In Middle, Secondary, and K-12 (MDSK) programs, candidates complete their technology integration assignment in MDSK 3151 (Instructional Design and Technology Integration) for undergraduates or MDSK 6162 (Planning for K-12 Instruction) for graduate candidates in which they are assessed on their ability to plan lessons that integrate appropriate digital strategies for the selected learners. In these courses, candidates are also taught the principles of UDL. In Methods courses in both undergraduate and graduate certificate programs, MDSK candidates plan and implement a three-day learning segment integrating digital learning tools/resources that is then implemented in their Methods' clinical experiences for real-world application. In Special Education, undergraduate candidates complete several courses which integrate technology expectations. SPED 4279 (Content-Area Instruction for Students with Special Needs) includes standards for technology use and application within lesson planning and activities. SPED 4280 (Multiple Disabilities) includes information and activities for application regarding the use of assistive technology for students in

the adapted curriculum. SPED 4400 (Integrated Instructional Applications in Special Education) includes lesson planning and teaching within a clinical setting that requires the use of UDL. At the graduate level, SPED 5274 (General Curriculum Access and Adaptations) in the adapted curriculum program and SPED 5372 (Planning Mathematics for Students with Exceptional Needs) in the general curriculum program includes instruction and the assessment of NC Digital Competencies. These two courses also include information regarding the use of Universal Design for Learning in the planning process. Additionally, SPED 5380 (Multiple Disabilities and Systematic Instruction) includes information and activities for application regarding the use of assistive technology for students in the adapted curriculum. SPED 5400 (Integrated Instructional Applications) in Special Education includes lesson planning and teaching within a clinical setting that requires the use of UDL.

Finally, clinical activities across the progression of the program require candidates to utilize available digital resources in schools where they are placed. In the student teaching semester, candidates are assessed by both their university supervisors and clinical educators on their ability to effectively utilize technology to address student learning needs in planning, implementation of the plan, and assessment of student learning.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Ensuring that all candidates are provided instruction on using technology effectively to collect, manage, and analyze data to improve teaching and learning is a high priority for the Cato College of Education. Candidates receive instruction throughout their program of study on how to gather and interpret student data for the purposes of designing developmentally appropriate and robust instruction. Utilizing technology effectively for this purpose is one of the identified program goals for this work.

UNC Charlotte candidates all complete edTPA during the student teaching semester, a performance-based assessment designed to ascertain candidate readiness to teach. Task 3 of edTPA analyzes a candidate's ability to collect and analyze student learning data to improve

teaching and learning. In keeping with the principles of universal design, faculty have designed formative learning experiences throughout each program of study that help prepare candidates in successfully completing Task 3 of edTPA during the student teaching experience. Effectively utilizing technology to assist in this effort is part of the course curriculum; selected technologies vary according to what is developmentally and instructionally appropriate for the identified learners. Candidates also complete required technology courses and assignments in their programs (see previous response).

For example, in the Birth-Kindergarten program, undergraduate candidates complete SPED 4112 (Authentic Assessment Approaches to the Assessment of Young Children with Disabilities: Birth-Kindergarten) and SPED 4210 (Developmental Interventions for Young Children with Disabilities: Birth through Kindergarten). Graduate candidates complete CHFD 5250 (Assessment of Young Children). These courses teach candidates research-based assessment methodologies that are appropriate for young children, integrating technology when suitable for the child's developmental level. Candidates complete activities that mirror the kind of data collection and analysis demanded by Task 3 of edTPA. Elementary candidates complete ELED 4121 (Assessment and Instructional Differentiation in Elementary School Classrooms) or READ 5300 (Applied Literacy Practices); in these courses, candidates learn appropriate methodologies for collecting classroom data results and analyzing "next steps" for a variety of diverse learners. Additional instruction on using technology to assess student performance is provided to Elementary candidates to prepare them for using selected North Carolina reading and mathematics diagnostic tools. Candidates have been taught to interpret and use a variety of data assessment reports in their planning and assessment processes, including Read to Achieve, MCLASS, iReady, Dreambox, etc. In Middle, Secondary, and K-12 (MDSK) programs, in MDSK 4150 (Assessment, Management, and Reflective Practice) or MDSK 6470 (Student Teaching + Seminar), candidates create and implement various types of formative and summative assessments and are taught to develop a classroom assessment system to collect data, provide student feedback, and make future instructional decisions. Candidates are expected to utilize technology systems commonly available in middle/secondary schools, such as Powerschool (with teacher/district permission and oversight), Canvas, or Schoology in communicating assessment results to students and their parents in a timely fashion. Candidates

complete the Grading Policy Assignment that outlines a grading policy for an assessment, including how the assessment evaluates academic performance and serves as a vehicle for student feedback. In addition, candidates evaluate the effectiveness of their assessment plan by analyzing the data collected (in preparation for successful completion of edTPA). In the Special Education program, all candidates are required to take SPED 4270/5370 (Classroom Management) which includes a Positive Behavior Integration Support (PBIS) project. This project requires data collection which is displayed graphically through analysis in Excel. Additionally, candidates in the adapted curriculum program take SPED 4271 (Systematic Instruction) or SPED 5380 (Multiple Disabilities and Systematic Instruction) which includes a data-based decision project that involves data collection and analysis which can be done using technology. SPED 4400/5400 (Integrated Instructional Applications in Special Education) includes formative edTPA “practice tasks” that also require the collection of student performance data which can be used to analyze data and recommend future steps for instruction.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Candidates are required to take at least two arts courses, one of which must be an arts activity course. Candidates may take additional coursework toward a concentration in visual and performing arts. During the ELED 4220 course on integrating curriculum, candidates complete an integrated instructional unit that must include art curriculum. Instructional competence is demonstrated and assessed during student teaching and measured on the Student Teaching Assessment Rubric. An arts education specialist that works with both the Cato College of Education and the College of Arts and Architecture coordinates communication and examines arts integration across the curriculum.

Explain how your program(s) and unit conduct self-study.

In the UNC Charlotte Educator Preparation Programs (EPP), improvement is a continuous process, and self-study is the first step. Programs are required to submit annual reports of our established Student Learning Outcomes (SLOs). These SLO reports are then submitted to the university academic assessment office annually to document data-based student outcomes. Part

of this process requires programs to report data on key assessments in each program, and then establish areas of growth/improvement for the next academic cycle. In addition, in the Cato College of Education, academic departments meet bi-annually by program to review progress on goals identified on the SLO reports and adjust as needed. In this manner, self-study becomes an ongoing part of our assessment cycle and a concrete way to measure our candidates' progress. Finally, as part of our Strategic Plan, we have created a CAEP Committee to review and monitor progress toward accreditation for the college and university. Through all these measures, we are able to continually self-assess our improvement cycle.

As an example of our continuous improvement process, the Cato College of Education launched a redesign of all our teacher preparation programs in 2018-19, with identified changes going into effect in 2019-2020. Data collected over the past several years indicated a need for this undertaking. In collaboration with our school partners, we have redesigned our teacher preparation programs to better focus on the needs of candidates and the students they will eventually teach. Two of the outcomes of this work include: 1) a Residency model for practicing classroom teachers, to comply with both legislative mandates and redesigned programs; and 2) a Partnership Schools Network for UNC Charlotte, resulting in an increased commitment from both UNC Charlotte and our partner schools to high-quality teacher educator preparation. We look forward to reporting more about our redesigned programs in the 2019-2020 EPP report.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

UNC Charlotte expects our teacher education candidates to complete pre-student teaching clinicals in at least three diverse settings for the undergraduate population. This diversity is expected to include high/low poverty schools, ethnically and culturally diverse sites, and racially diverse sites. Candidates are provided website access to a list of all schools in North Carolina and their most recent demographic information, including racial/ethnic information, ELL student information, and free/reduced lunch information on student populations. This list allows candidates to research school sites prior to requesting placement so they may be sure to meet the

“diverse placement” requirements. The Office of School and Community Partnerships (OSCP) faculty and staff are available to work with students on placement and answer questions about sites for students. In addition, we have revised our student teaching placement procedures to focus on “high-need” or “hard-to-staff” sites, which are typically high-poverty sites. We are working with P-12 partners at these sites to identify teachers who meet state qualifications to serve as a cooperating teacher (clinical educator); however, this is sometimes difficult at these sites, as teacher turnover can be a problem.

Faculty also inform students of the clinical requirements and discuss them in coursework prior to student teaching. In addition, UNC Charlotte does require some clinicals to occur in only high-need schools for some programs. For example, beginning in 2017-18, UNC Charlotte partnered with Charlotte-Mecklenburg Schools (CMS) to place all incoming undergraduate elementary education candidates in identified CMS Cultural Proficiency Schools. These are schools where the faculty have completed special training on engaging with diverse/high-poverty student populations. Diversity of placement for all candidates is verified during intake for student teaching by the OSCP; candidates who do not have diverse clinicals are sent to their advisors/department chairs to complete the additional requirements prior to the student teaching semester, or to change their student teaching placement to a high-need school.

For graduate certificate/post-baccalaureate candidates seeking teacher licensure, candidates are also required to complete three diverse clinical settings, except for candidates who participate in our NCIS (Niner Clinical Immersion Schools) program. NCIS candidates are placed in schools specifically identified by the hosting school districts. These sites are strategically selected to provide candidates with a balanced, diverse experience (i.e., high-need sites are paired with low-need sites). NCIS candidates spend more time in two sites during their teacher education program, allowing them to become more fully immersed in the culture of each school for a longer period of time. The selection of the sites is made in partnership with the local area school district, and typically targets “hard-to-staff” or high poverty schools. While UNC Charlotte candidates spend time in high-need sites around the Charlotte Metro area and the state of North Carolina, the criteria we have used to determine these sites have not necessarily included sites officially designated as “low-performing.” However, based on the high correlation between

“low-performing” schools and high-poverty schools, we do believe that a high majority of our candidates have worked with these high-need populations prior to the student teaching semester. Moving forward in 2019-2020, NCIS has been phased out and the core elements integrated into all our graduate certificate programs moving forward as part of our program redesign. Our newly formed Partner School Network also includes “high poverty/high need” schools, and it is our intention to leverage these relationships to more formally structure placements in these sites.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Currently our undergraduate candidates complete a Yearlong Internship, a two-semester experience. In the first semester, candidates spend the equivalent of 1-2 days per week in their classrooms; in the second semester, they complete full-time student teaching. This allows candidates to see both the beginning and ending of the school year. For our graduate certificate/post-baccalaureate candidates, we have two groups: our “traditional” candidates, and our NCIS (Niner Clinical Immersion School) candidates. NCIS candidates also complete a Yearlong internship experience, similar to our undergraduate program. Traditional graduate certificate candidates currently only complete one semester of student teaching; however, beginning in 2019-2020, all our graduate certificate candidates will move to this model, thereby providing all candidates with a Yearlong internship. Traditional graduates do currently receive beginning or end of school year experiences before student teaching, as they are completing the final semester of course work immediately prior to the student teaching experience. Depending on the semester, these candidates are also seeing either the end or beginning of the school year in their clinical experiences.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	CMS/Lincoln Heights Academy
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Start and End Dates	2/1/2018-06/01/2019
Priorities Identified in Collaboration with LEAs/Schools	<p>The UNC Charlotte Writing Project has a formal contract to provide professional development related to the new makerspace they have designed for their facility. In 2017, Lincoln Heights Academy was awarded a Title I grant, and they identified "making" as a practice that would engage their students. A makerspace is a collaborative work space inside a school, library or separate public/private facility for making, learning, exploring and sharing that uses high-tech to no-tech tools. The students at Lincoln Heights Academy range from grades K-12 and all have been diagnosed with behavioral and/or emotional disabilities. All of these students require a more restrictive environment, where they are constantly supported by teachers, administrators, and one-on-one teaching assistants. Although the students have Individualized Education Plans, the faculty and administrators understand the need to set high expectations and engage students in creative and interactive ways of learning.</p> <p>The priorities for this partnership include: Engaging teachers in making to gain an understanding and appreciation for the curriculum concept; Supporting teachers in development of curriculum through units and lessons that incorporate making; Attending PLC meetings to help guide planning; Observing and volunteering in makerspace classes to support implementation of instruction; Collecting observational data to make recommendations for future directions</p>
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	<p>Beginning in the spring of 2018, the UNC Charlotte Writing Project met with the Literacy Coach at Lincoln Heights Academy to plan activities associated with the professional development. In February-June, Writing Project Teacher Consultants (TC) engaged teachers in monthly makerspace activities demonstrating how to use the tools and materials. During this time, the TCs worked with teachers to identify goals for their content areas and grade levels.</p> <p>During the 2018-19 academic year, UNC Charlotte TCs continue to train teachers in using the makerspace and attend PLC meetings monthly to assist in teacher development of activities and curriculum supported by the makerspace.</p>
Summary of the Outcome of the Activities and/or Programs	Professional Development is ongoing and has not been evaluated.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Kannapolis Middle School
Start and End Dates	12/4/2017 - 12/30/2018
Priorities Identified in Collaboration with LEAs/Schools	The 7th grade mathematics PLC will learn how to plan for and implement a new textbook series called Connected Mathematics Project 3.
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	PLC co-planning meetings with all 7th grade mathematics teachers, instructional coach, and assistant principal as available, once per week. As needed/desired, Stephan (and Luke Reinke) will co-teach, model teach or observe the teachers' classroom sessions.

Summary of the Outcome of the Activities and/or Programs	Teachers' confidence in using inquiry strategies increased. Their knowledge of the textbook and lesson planning associated with it increased. Finally, three of the four teachers' inquiry practice improved. Student scores did not rise at the end of the year, but that is to be expected since teachers were struggling to understand and implement the textbook. The work culminated in the teachers and coach presenting with the researchers at the NC state mathematics education conference.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	United Community School and Veritas Community School
Start and End Dates	9/11/2017-05/17/2019
Priorities Identified in Collaboration with LEAs/Schools	The main project is with teachers and administrators at both schools. We are providing a two year training in how to build stronger relationships between teachers and students. The purpose of the training is to improve responsive support services to students who are struggling in their classrooms. Training was initiated by teachers and co-created with teachers and school administrators. Teachers identified an need for further training in classroom management and ways to support high needs students.
Number of Participants	80
Activities and/or Programs Implemented to Address the Priorities	Child Teacher Relationship Training: The purpose if the training is to train teachers to become therapeutic agents with their students by helping teachers 1) gain a better understanding of children's feelings, experiences, and needs; 2) increase teachers' awareness of ways to respond that build children's confidence and self-esteem; and 3) facilitate the development of more positive emotional relationships with children.
Summary of the Outcome of the Activities and/or Programs	In second year of training with teachers. Completed outcomes are: 1. UCS: all teachers trained and evaluated progress of skill development and student outcomes. 2. VERITAS: teachers are half-way through the training and in process of completing mid-point assessments.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	CMS: Windsor Park Elementary, Oakhurst STEAM Academy, Merry Oaks Academy
Start and End Dates	06/15/2018-06/30/2019

Priorities Identified in Collaboration with LEAs/Schools	<p>1) Train teachers to implement Sound Partners to students attending the UNCC Summer Reading Camp</p> <p>2) Provide guidance to schools as they identify students who qualify for camp based on reading scores</p> <p>3) Provide support to teachers during implementation of instruction in summer</p> <p>4) Report on student growth in reading pre/post camp</p>
Number of Participants	16 teachers and approximately 65 students from 3 schools
Activities and/or Programs Implemented to Address the Priorities	<p>1) I provided training for 5 new teachers and a booster training for 11 existing teachers in early summer 2018</p> <p>2) I provided cut-scores to schools to help guide selection of students</p> <p>3) I provided coaching and support to teachers during summer implementation</p> <p>4) Data analyses from the 2018 camp are ongoing, since data collection extended into the school year</p>
Summary of the Outcome of the Activities and/or Programs	<p>Teacher implementation was strong during summer with average fidelity of approximately 87%.</p> <p>Pre/post data suggest that student growth is nearly identical to the prior 2 years, with rising 2nd graders growing in oral reading fluency by approximately 5 weeks and rising 3rd graders improving by approximately 11 weeks. The camp was 5 weeks in duration, so we eliminated summer slide for most of the students in attendance, and supported growth for many others.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Concord Middle School
Start and End Dates	11/1/2017-05/1-2018
Priorities Identified in Collaboration with LEAs/Schools	Reading the Latinx Experience with Concord Middle School Teacher Leaders. The four-month pilot series with a cohort of 12 Concord Middle School teachers and administrators initiated and sustained a dialogue surrounding Latinx K-12 achievement grounded in a selection of shared fiction/non-fiction narratives.
Number of Participants	15
Activities and/or Programs Implemented to Address the Priorities	Monthly meetings included guest speakers and interactive activities aimed at growing reflective practice in regards to teacher/school engagement with Latinx students and families.
Summary of the Outcome of the Activities and/or Programs	In May 2018, the cohort (n=15) successfully completed the series for 3 CEUs.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NCDPI, Richmond Co, Union Co, Kannapolis City

Start and End Dates	5/1/2017-08/31/2018
Priorities Identified in Collaboration with LEAs/Schools	As part of the Mathematics Science Partnership grant Tools4NCTeachers 1) build teachers' math content knowledge 2) support teachers' understanding of new math standards 3) support teachers' evaluation, refinement, creation, and modification of math resources
Number of Participants	Union- 20, Kannapolis/Richmond- 18
Activities and/or Programs Implemented to Address the Priorities	2018: 36 hours of PD in Union for 1st grade, 36 hours of PD in Kannapolis City and Richmond County for 3rd grade
Summary of the Outcome of the Activities and/or Programs	Goals Met
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	CMS: Newell Elementary School
Start and End Dates	10/02/2017-04/30/2018
Priorities Identified in Collaboration with LEAs/Schools	A goal for North Carolina K-12 public education is to prepare students to be college and career ready. Through this project, our goal is to assist the public schools in their goal of preparing students to be college ready. We encouraged the third graders at Newell Elementary School to dream big for the future and see the possibilities that college has to offer. More specifically, our goals are to inform elementary students about what college is like, the importance of doing well in school to prepare for college, and how college can fit into dreams for the future. We projected that the outcomes would include students showing enthusiasm about college, being excited about being an honorary 49er for the day, being engaged by a STEM activity led one of UNC Charlotte's Science Methods professors, integration of literacy, and expressing dreams for the future.
Number of Participants	3rd grade team of 7 teachers and 160 students
Activities and/or Programs Implemented to Address the Priorities	Literacy Alive Read-In (December/April) December - Visited each 3rd grade class for a read-in where we conducted an interactive read-aloud of the book Malhia Mouse Goes to College April - hosted all 3rd grade classes on campus for the day – activities included campus tours, lunch, STEM activities, campus life panel, and interactive read-aloud about dreams of going to college – each student presented with a “reading bag” which included pencil, post-it-notes, bookmark, and leveled book April – follow-up visit to school to conduct reflective writing activity with 3rd grade students

Summary of the Outcome of the Activities and/or Programs	Literacy Alive - Students showed enthusiasm about going to college, being an honorary 49er for the day, being engaged by a STEM activity and expressing dreams for the future Literacy Alive project received the Bronze Award presented at Kappa Delta Pi Convocation in November 2018 in Indianapolis, IN
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rowan County Schools, Iredell County Schools
Start and End Dates	01/01/2018-12/31/2018
Priorities Identified in Collaboration with LEAs/Schools	To build leadership skills through knowledge and understanding of curriculum, teaching, student learning, and science of learning, and research methods.
Number of Participants	48
Activities and/or Programs Implemented to Address the Priorities	Ongoing two-year program support and onsite course delivery personalized for school system and teacher interests and needs.
Summary of the Outcome of the Activities and/or Programs	Graduation with a M.Ed. and successful completion of the Capstone Action Research Project.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County Schools
Start and End Dates	08/15/2018-08/16/2018
Priorities Identified in Collaboration with LEAs/Schools	Professional development workshops for teachers in Union County. To support teachers in the use of texts and students' reading scaffolding in social studies.
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Two-day professional development workshops.
Summary of the Outcome of the Activities and/or Programs	Interactive workshops and PD curriculum resources for yearlong use.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Koontz Elementary School in Rowan Salisbury School System
Start and End Dates	01/08/2018-05/30/2020

Priorities Identified in Collaboration with LEAs/Schools	The project is with teachers. It is a yearlong project training all teachers in child-teacher relationship training (CTRT). There is a research component, also. We will complete the participating teachers at Koontz with teachers in a control group school to determine if the CTRT intervention had an impact on teachers' stress, attitudes about children, attitudes about social justice, attitudes about trauma informed schools, and ability to demonstrate the CTRT skills in the classroom. Reduction of teacher stress and implementing strategies that align with creating trauma-informed schools.
Number of Participants	90
Activities and/or Programs Implemented to Address the Priorities	All teachers in the school participated in CTRT.
Summary of the Outcome of the Activities and/or Programs	We completed the pilot study in Spring, 2018 with the four kindergarten teachers. We are currently conducting the training with teachers in 1-5.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cox Mill Elementary and Harris Road Middle School
Start and End Dates	08/1/2018-05/31/2019
Priorities Identified in Collaboration with LEAs/Schools	<ol style="list-style-type: none"> 1. Cox Mill- the priority was to discover the conditions and factors which contributed to an inclusive school. 2. Harris Road- the two priorities is to formalize a peer support program for inclusion with trained peers in systematic instructional and behavioral strategies as well as address the needs of one student who was yet to be included because of motivation, escape behaviors, and a lack of formal communication skills during instruction or social times.
Number of Participants	Cox Mill: @ 10 staff, 2 parents, 3 peers: Harris Road: 1 SPED teacher, 7 SPED students, @ 3 peers
Activities and/or Programs Implemented to Address the Priorities	<ol style="list-style-type: none"> 1. In 2018 we completed the study of the school culture for Cox Mill. We interviewed numerous staff, parents, and peers of students with severe intellectual disabilities. We observed classroom and community events. We are in the process of transcribing the information, verifying the content, analyzing the content and working with the teacher to develop a conference proposal using the results. We plan to turn this into a manuscript as well as a report for the school and district. 2. In 2018 we met with the teacher of the students and conducted observations of the students and peers. We are currently working out the research intervention details with the principal, teacher and communication specialist for implementation in spring 2019.

Summary of the Outcome of the Activities and/or Programs	<p>1. Cox Mill: We hope to inform the work in our TA Center about the conditions and elements that contribute to creating an inclusive climate and apply that understanding in novel sites. We also hope to showcase the school's efforts in dissemination efforts.</p> <p>2. We hope to increase the effectiveness of the use of peers in an inclusive model for instruction and behavior. We also hope to influence the inclusive opportunities of a student who is currently not included due to behavior challenges and communication deficits.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Forest Hills High School
Start and End Dates	08/22/2017-05/15/2018
Priorities Identified in Collaboration with LEAs/Schools	<p>Dr. Kevin Plue, Principal at Forest Hills High School in the Union County Public School District contracted with me to engage all members of his faculty in an ongoing professional development partnership related to "Disciplinary Literacy," or teaching writing and inquiry across the content area. Dr. Plue and Lead English teacher Christina Rose identified the following priorities:</p> <ol style="list-style-type: none"> 1. Effective implementation of interactive daybooks across all content areas. 2. Training on strategies for teaching using critical thinking and writing across all content areas. 3. Guided practice developing unit and lesson plans that emphasize critical thinking and writing. 4. Demonstration of unit plans and student outcomes.
Number of Participants	76
Activities and/or Programs Implemented to Address the Priorities	<p>I first met with Professional Learning Community (PLC) Leaders in August 2017 to introduce the idea of Disciplinary Literacy and train them on teaching using interactive daybooks. The entire faculty and the student body were given daybooks to be used to facilitate critical thought, problem solving and writing in all of their courses. Throughout the academic year, I met with the entire faculty and administrators four times to engage them in active strategies for developing students as critical thinkers and writers. All members of the faculty participated in online discussion and unit planning, which required implementation of these strategies. During the final session, PLCs shared their outcomes with the whole faculty.</p>

Summary of the Outcome of the Activities and/or Programs	As a result of the multi-session training, participating teachers reported feeling more confident in implementing writing and critical thinking assignments into their curriculum. Additionally, most PLCs reported an increase in collaboration within their PLC and among other PLCs. PLC created unit plans and lessons demonstrated an understanding of how to engage students across content areas in writing assignments that support the content area standards.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Kannapolis Middle School
Start and End Dates	08/15/2017-06/10/2019
Priorities Identified in Collaboration with LEAs/Schools	C3WP is an intensive professional development program that provides teachers with instructional resources and formative assessment tools for the teaching of evidence-based argument writing. Teachers in C3WP typically participate in 45 hours of professional development per year for two years experiencing instructional materials of the highest quality, learning to analyze student work carefully to determine instructional next steps and leading their students towards active participation through argument writing. Priorities identified in collaboration with Kannapolis Middle School include: Training teachers on C3WP program design principals.; Supporting teachers in the implementation of the curriculum.; Guiding teachers through formative assessment of student work.; Demonstrating for teachers how to revise and reteach after formative assessment.; Supporting teachers as they develop their own curriculum using the C3WP program design.
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	In the academic year 2017-18, I trained teachers on C3WP and provided continuous support by co-teaching, observing, providing feedback, soliciting feedback about program and recruiting teachers to participate in year two (2018-2019). Year two has included support with implementation and assistance with development of personalized curriculum for current groups of middle grades learners.

Summary of the Outcome of the Activities and/or Programs	<p>Teachers reported feeling more confident in teaching argument writing as a result of being trained on C3WP. Teachers also reported developing confidence in teaching research and communication skills as a result of participation. Currently, teachers still participating in the program report feeling stronger about their skills in developing personalized text sets for implementation in their classrooms.</p> <p>Teachers also reported strong student learning outcomes; they emphasized that as a result of C3WP, students were able to develop stronger source-based arguments to support opinions. Further, teachers reported seeing an overall improvement in students' writing skills.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Veritas Community School
Start and End Dates	08/13/2018-05/24/2019
Priorities Identified in Collaboration with LEAs/Schools	Train teachers on Child-Teacher Relationship Training (CTRT) skills (with one-on-one child and teacher & whole class)
Number of Participants	12
Activities and/or Programs Implemented to Address the Priorities	CTRT Training
Summary of the Outcome of the Activities and/or Programs	Training Still in Progress
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	United Community School
Start and End Dates	08/13/2017-06/15/2018
Priorities Identified in Collaboration with LEAs/Schools	Train teachers on Child-Teacher Relationship Training (CTRT) skills (with one-on-one child and teacher & whole class)
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	CTRT Training
Summary of the Outcome of the Activities and/or Programs	Teachers experienced a positive change in their attunement of student behaviors. Teachers were able to better understand the reasons undergirding student behaviors and were able to provide what the students needed so maladaptive behaviors decreased. Teachers reported that their students of focus decreased in maladaptive behaviors.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cabarrus County Schools
Start and End Dates	09/11/2015-11/2/2018
Priorities Identified in Collaboration with LEAs/Schools	"Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." The series consisted of four half-day writing workshops distributed across selected Friday morning in September, October, and November 2015 at Robinson and Central Cabarrus High Schools. A collaboration between the PhD in Curriculum and Instruction (Spencer Salas, Tamera Moore), COE Office of Educational Outreach (Victor Mack, Alison Siler), the Latin American Coalition (Megan Walsh), and Cabarrus County Schools (Stacy Diaz), the sessions paired UNC Charlotte faculty with first generation college aspirants as they worked to complete their college application essays. The success of the Fall 2015 pilot project resulted in an invitation to expand the program to include additional sites Fall 2016 and 2017 and Fall 2018.
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	Sessions on college application essay strategies
Summary of the Outcome of the Activities and/or Programs	The Fall 2015 pilot was successful which oriented an invitation to continue the program into Fall 2018
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Governor's Village Upper & Lower Schools, Hidden Valley Elementary, David Cox Road Elementary (CMS)
Start and End Dates	01/01/2018-12/31/2018
Priorities Identified in Collaboration with LEAs/Schools	<p>These four schools are our America Reads partner schools and have been for many years. We place between 30 and 40 Work Study students there as tutors to help in classrooms and support the needs of a small number of struggling readers. This provides a robust experience for UNC Charlotte student to work with elementary age students in schools and also helps them earn money towards college. Tutors are provided with training and support. The focus is on working with children under the supervision of teachers.</p> <p>The dates listed below are for this year only and leave out the many years we have partnered with these schools.</p>
Number of Participants	65
Activities and/or Programs Implemented to Address the Priorities	Supporting the needs of struggling readers. Provide tutoring and academic support.
Summary of the Outcome of the Activities and/or Programs	Survey data provides evidence for that the program is well received by teachers and school partners and that America Reads tutors provide meaningful support for struggling students. Tutors provided over 4,300 hours of work in these four CMS schools in 2017-2018.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Burke County Schools
Start and End Dates	08/15/2017-*
Priorities Identified in Collaboration with LEAs/Schools	SIOP Training (Summer 2018) and Quarterly SIOP Follow-up and Coaching (2 hour sessions). DL/I Quarterly Meetings with site administrators and teachers.
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Initial SIOP Training was provided for the second cohort (20 hours) in the Summer of 2018. Follow-up and coaching sessions with the same cohort from the summer training focuses on implementation progress. Fall and winter meetings focused on WIDA aligned language objectives for English learners and native English speakers. DL/I program support focuses on bi-literacy development, authentic assessment with dual language learners, and program expansion.
Summary of the Outcome of the Activities and/or Programs	2018-19 Implementation reports pending.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	CMS Transition Program at UNC Charlotte
Start and End Dates	08/15/2017-*
Priorities Identified in Collaboration with LEAs/Schools	Improve post-school outcomes for students with disabilities.
Number of Participants	7-8 per year
Activities and/or Programs Implemented to Address the Priorities	Class of 7-8 students meets daily in COED 398B, as well as working at jobsites across the campus. This is the second year of an on-going partnership.
Summary of the Outcome of the Activities and/or Programs	1. Currently students have work-based learning experiences at the library, athletics, Barnes and Noble bookstore, & CHHS. 2. No students have graduated yet.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Public Schools
Start and End Dates	06/1/2015-*
Priorities Identified in Collaboration with LEAs/Schools	Revise and Edit District Curriculum Mapping connecting ESL and ELA curricular materials. Emphasis on WIDA Standards and WIDA Key Uses alignment. Further emphasis given to online platform "Canvas" for cohorts of teachers to practice aspects of the revised materials.
Number of Participants	200

Activities and/or Programs Implemented to Address the Priorities	Fall and Spring Professional Development presentations; quarterly meetings with District Level Core ESL Team and Director of Title III.
Summary of the Outcome of the Activities and/or Programs	Collaborative research project with Dr. Andrea Honigsfeld (Malloy College) and Wake County regarding the benefits of Co-teaching with English Learners.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Newell Elementary School
Start and End Dates	01/22/2018-12-31-2018
Priorities Identified in Collaboration with LEAs/Schools	Provide support of English Learners at Newell Increase College Career Readiness (CCR) and Grade Level Proficiency (GLP) in grades 3-5 as measured by the NC Reading End of Grade Assessment, and exceed EVAAS growth in each grade level and for the overall Reading composite.
Number of Participants	60 UNCC Students; 20 Newell Teachers
Activities and/or Programs Implemented to Address the Priorities	Mentor teachers at Newell were identified to work on the English Learner project for undergraduate students enrolled in TESL 4204. UNCC students created an Immigrant story project with an identified English Learner using We Video. Undergraduates supported the literacy efforts of the school by working with ELs on the crafting of an original narrative, choosing images to describe their writing, and creating a video using new software.
Summary of the Outcome of the Activities and/or Programs	UNCC students gained a deepened awareness of the lives of immigrant children and developed stronger multicultural teacher efficacy. Mentor teachers were supported with extra hands in the classrooms and extra one on one help for their struggling English Learners
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NCDPI Title III/ESL Department
Start and End Dates	08/5/2016-*
Priorities Identified in Collaboration with LEAs/Schools	Summer English Learner Conference: Supporting ELs via Dual Language/Immersion in North Carolina.
Number of Participants	75
Activities and/or Programs Implemented to Address the Priorities	Three full days of training with teams of NC teachers and school administrators on the benefits of Dual Language/Immersion programs while working with ELs.
Summary of the Outcome of the Activities and/or Programs	2018-19 Implementation reports pending.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	97
Female	394
Race/Ethnicity	Number
Hispanic / Latino	40
Asian	12
African-American	76
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	330
Multi-Racial	15
Student does not wish to provide	18

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian	5	Asian	5
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	42
	Hispanic/Latino	4	Hispanic/Latino	42
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	69	White	432
	Multi-Racial	3	Multi-Racial	28
	Not Provided		Not Provided	13
	Total	89	Total	563
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	6
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	1	Total	9

Part-Time				
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	Male		Female	
Undergraduate	Asian		Asian	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic/Latino	2	Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	26
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	4	Total	32
Licensure-Only	Asian	1	Asian	7
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	63
	Hispanic/Latino	5	Hispanic/Latino	22
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	43	White	167
	Multi-Racial	1	Multi-Racial	6
	Not Provided	4	Not Provided	11
	Total	63	Total	276
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten	1	19	3	5		
Elementary	56	93	12	24		
MG	8	52	9	16		
Secondary	5	22	7	19		
Special Subjects	6	14	13	10		

EC	4	20	14	19		
VocEd						
Special Services						
Total	80	220	58	93	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNCC	399	89	73
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	1,796
Cabarrus County Schools	732
Union County Public Schools	511
Gaston County Schools	363
Rowan-Salisbury Schools	266
Lincoln County Schools	180
Iredell-Statesville Schools	176
Cleveland County Schools	162
Wake County Schools	161
Kannapolis City Schools	158

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,187.50
MEAN SAT-Math	560.00
MEAN SAT-Verbal	565.00
MEAN ACT Composite	25.74
MEAN ACT-Math	25.63
MEAN ACT-English	24.70
MEAN CORE-Combined	497.51
MEAN CORE-Reading	*
MEAN CORE-Writing	N/A
MEAN CORE-Math	171.79
MEAN GPA	3.43
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years
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Specialty Area/Professional Knowledge	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	198	118	112	83	112	88	112	90
M.G. Language Arts	19	12	8	100	8	100	8	100
M.G. Math	29	17	16	94	16	94	16	100
M.G. Science	20	17	11	100	11	100	11	100
M.G. Social Studies	25	19	11	100	11	100	11	100
English	22	16	15	100	16	100	16	100
Math (grades 9-12)	16	10	10	80	10	80	10	90
Science (grades 9-12)	11	8	5	100	6	100	6	100
Social Studies (grades 9-12)	25	12	12	100	12	100	12	100
French	3	2	2	*	2	*	2	*
Spanish	2	1	1	*	1	*	1	*
ESL	11	6	6	100	6	100	6	100
Art	14	12	11	91	11	91	11	100
Music	5	2	2	*	2	*	2	*
Spec Ed: Adapted Curriculum	22	17	17	100	17	100	17	100
Spec Ed: General Curriculum	30	24	14	86	20	85	21	90
Institution Summary	424	271	250	90	258	92	259	95

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.
**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	10	77	69	89	3	4
U Licensure Only	1	0	0	0	1	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	1	4	0	0	1

U Licensure Only	64	38	28	9	3	7
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
116	22	83

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:6

K. Teacher Effectiveness

Institution: UNC-Charlotte							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year. *Blank cells represent no data available *Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		2.6%	70.0%	26.7%	N/A	723	438
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		2.8%	60.3%	35.8%	1.1%	717	444
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		4.0%	73.9%	21.2%	0.8%	717	444
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		4.4%	70.0%	25.0%	N/A	723	438
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		3.3%	71.3%	24.0%	1.4%	717	444
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	17.9%	69.0%	13.0%	575	586		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		